

**A. Rhyme Recognition**

top - mop \_\_\_\_\_

sat - rat \_\_\_\_\_

try - man \_\_\_\_\_

blue - true \_\_\_\_\_

hill - take \_\_\_\_\_

fan - fog \_\_\_\_\_

red - my \_\_\_\_\_

see - be \_\_\_\_\_

Score \_\_\_\_\_/8

**B. Rhyme Production**

see - bee \_\_\_\_\_

much - touch \_\_\_\_\_

buy - shy \_\_\_\_\_

blue - grew \_\_\_\_\_

big - pig \_\_\_\_\_

hope - soap \_\_\_\_\_

head - bed \_\_\_\_\_

top - mop \_\_\_\_\_

Score \_\_\_\_\_/8

**C. Initial Sound Recognition**

jump - just \_\_\_\_\_

land - lake \_\_\_\_\_

duck - door \_\_\_\_\_

talk - tell \_\_\_\_\_

sun - see \_\_\_\_\_

bat - ball \_\_\_\_\_

car - can \_\_\_\_\_

pink - pig \_\_\_\_\_

Score \_\_\_\_\_/8

**D. Phoneme Blending**

/c/-/a/-/t/ \_\_\_\_\_

/s/-/u/-/n/ \_\_\_\_\_

/b/-/oa/-/t/ \_\_\_\_\_

/m/-/o/-/m/ \_\_\_\_\_

/st/-/o/-/p/ \_\_\_\_\_

/f/-/ee/-/l/ \_\_\_\_\_

/g/-/i/-/v/ (give) \_\_\_\_\_

/r/-/ae/-/z/ (raze) \_\_\_\_\_

Score \_\_\_\_\_/8

**E. Phoneme Segmentation**

sit \_\_\_\_\_

dog \_\_\_\_\_

ham \_\_\_\_\_

wide \_\_\_\_\_

big \_\_\_\_\_

rope \_\_\_\_\_

take \_\_\_\_\_

just \_\_\_\_\_

Score \_\_\_\_\_/8